**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th grade ELA Teachers\_\_\_\_\_\_\_ **Grade/Course:** \_7th ELA D**ate:** \_Day Four\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: Strength in Voices** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  ***Poem/Poetry-****a composition written in verse that often uses rhythm and/or rhyme*  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | |
| **Materials/Resources** | Laptop/projector; various websites; Copies of stories; white construction paper; colored pencils; | |
| **Activating Strategy/ Bell Ringer** | Flocabulary: Monday, Tuesday, Friday Grammar: Tuesday and Thursday. | |
| **Balanced Literacy Components Addressed:**  XReading  XWriting  XWord Study  XSpeaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **I Can Statements:**  I can understand various perspectives of a historical event.  **Instructional Plan:**  **Found Poem** Using the texts, presented, students will create a Found Poem. A Found poem is made up of words or phrases from something that is read. It uses someone else's words, (the words in texts) but in a new way. Students will choose important words and phrases from the texts they have read about the Vietnam War, and create a poem with these words.   Guide students in creating Found Poems that address the various views of the Vietnam War.  **Step One** Review the texts that have been read: the text used in groups from previous day…..put them back in groups or pairs to review.  **Step Two** Choose 10 main key words or phrases that describe how you see a viewpoint represented or addressed.  **Step Three** Arrange these words or phrases in a pleasing and meaningful way to make a poem. Write or type your poem. Illustrate your poem with drawings or pictures or put it into a multimedia presentation.   **Step Four** Students will write a response to how they see the various viewpoints on the Vietnam War. | |
| **Closing/Summarizing Strategy** | “Ask the Teacher”…students write one question that they still want answered about the Vietnam War. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Will choose their own main phrases and making the illustrations more detailed | Will be given some key phrases and prompts will be provided for any needs. | Continue to work on essential vocabulary |
| **Assessment(s)** | **Completed Poem** | | |
| **Reflection** |  | | |